

DOCUMENT RESUME

ED 165 480

FL 010 002

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TITLE Teaching the Subjunctive.
PUB DATE May 77
NOTE 31p.; Best copy available

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS Grammar; Higher Education; *Instructional Materials;
*Language Instruction; Morphology (Languages);
Secondary Education; Second Language Learning;
Sentence Structure; *Spanish; Supplementary
Textbooks; Syntax; *Teacher Developed Materials;
*Teaching Guides; Teaching Methods; *Verbs

IDENTIFIERS *Subjunctives (Verbs)

ABSTRACT

An approach to teaching the subjunctive in the foreign language classroom is presented here. Based primarily on the work of the linguist William Bull, the numerous and vague "rules" are reduced to two essential principles that determine subjunctive use. The materials consist of a sixteen-page teaching guide, an outline for student use, and a set of coordinated exercises that explain the principles that govern the use of the subjunctive. The approach is designed for use with any first-year Spanish text that divides the subjunctive presentation into an analysis of the noun clause, the adjectival clause and the adverbial clause. Many drills and exercises from other textbooks may be used with it. Since first-year texts present subjunctive concepts along with the forms for the present subjunctive before introducing the imperfect, this approach uses the present tense in all examples and exercises. By translating or "backshifting" the main verbs into the past, the exercises are easily adaptable for teaching the past subjunctive as well. (Author/AMH)

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TEACHING THE SUBJUNCTIVE

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Teaching the Subjunctive

The Approach

By the time students are introduced to the subjunctive they have already learned the essential indicative verbs as well as the imperative-subjunctive verb forms. Most texts do a reasonably good job in their presentation and drilling of the present subjunctive forms. The approach presented here is designed for use in a first year course although with some modifications it may be used in more advanced courses. Most first year texts present the essential subjunctive concepts along with the forms for the present subjunctive before introducing the imperfect subjunctive forms. Thus the examples we shall use to illustrate this approach will make use of present tense verbs.

Another essential feature of this approach is that it involves organizing the subjunctive presentation into three specific areas: the noun clause, the adjectival clause and the adverbial clause. The approach is designed this way in order to make it adaptable for use with many popular texts which organize their presentation of the subjunctive in much the same manner. Because of the way in which the approach is organized, many if not all of most text-book drills and exercises may be utilized with it. The only essential change required is that most of the "rules" and generalizations concerning the subjunctive be modified or replaced by a few new concepts. The first concept to be introduced is the principle of cause and effect in the noun clause¹.

He told us he was leaving school.	(Report)
He told us to leave school.	(C-E)
The teacher required them to work.	(C-E)
I hope you will get a good grade.	(C-E)
I want them to go.	(C-E)
I want to go.	(No clause)

Cause and effect is an extremely easy principle to learn and it is pedagogically sound. As in these last examples it is advisable to illustrate at this point that when there is no change of subject the subjunctive does not occur. Sentences such as the following are effective exercises. Students are required to write out the correct form of the underlined infinitive:

Deseo que mis amigos <u>aprender</u> mucho.	(C-E)
Dígale que <u>venir</u> mañana.	(C-E)
Quiero que Ud. me <u>decir</u> la verdad.	(C-E)
Sé que ellos <u>estar</u> en casa.	(report)
María quiere <u>salir</u> ahora.	(No clause)
María quiere que él <u>salir</u> .	(C-E)

Many traditional grammars prescribe the use of the subjunctive after "verbs of emotion." This is a category of verbs which need not be memorized since the principle of cause and effect is operative in these cases as well. This can be illustrated through a series of practical examples:

- A. Siento que Ud. no hable bien.
- B. Temo que sea difícil.
- C. Me alegro que hayan venido.

In the sentences previously examined, the causal element was to be found in the main clause. In these examples, the causal element is to be found in the subordinate clause. This is merely a simple corollary to the principle of cause and effect. In sentence A, the fact that Ud does not speak well causes an emotional reaction in the speaker just as in B, the fact that some-

thing may prove to be difficult causes the emotion of fear. In C, the fact that some people have arrived causes the speaker to experience happiness. The principle applies to more complex sentences as well: "Considero extraño que no des cuenta de ello," "Es una gran sorpresa para mí que haya aquí tanta pobreza." If cause and effect exists then the subjunctive appears; it is not necessary to isolate a category of vocabulary items to be memorized.

There is a final category of expressions which must be dealt with in the noun clause. This is the group of expressions categorized by most textbooks as "expressions of doubt or denial." We shall examine these presently after discussing the second principle which governs the use of the subjunctive. This is the concept of "Experience-Non-Experience."

Experience - Non-Experience in the Noun Clause

The indicative is used to speak of verbal events "acciones indicadas" which actually take place, they exist in an objective sense. In other words, the indicative is used to speak of events and describe events and entities which belong to the world of experience. The subjunctive, on the other hand, is utilized when speaking about or describing events and entities which do not belong to objective experience. This is the second principle which governs the use of the subjunctive and it is a concept easily understood by students. Now let us look at those expressions commonly referred to as "expressions of doubt or denial" in terms of this concept of experience - non-experience in order to complete our discussion of the noun clause. Positive Judgments = Experience/Negative Judgments = Non-Experience.

Most of the grammar books surveyed deal with such expressions as "creer" and "no creer," "dudar," and "no dudar" in the early chapters dealing with the noun clause³. It is again useful to deal initially with a series of contrasting

sentences to illustrate the principle of experience-non-experience relative to these expressions.

- A. They say that he is reading.
- B. They know that he is reading.
- C. They think that he is reading.
- D. They don't think that he is reading.
- E. They doubt that he is coming.
- F. They don't doubt that he is coming.
- G. They believe that he is coming.
- H. They don't believe that he is coming.
- I. They deny that he is coming.
- J. They are sure...
- K. They are not sure...
- L. There is doubt...
- M. There is no doubt...

These sentences can be presented in Spanish or English. The point here is that while A and B are verbs of reporting, the rest of the sentences are ones in which the subject is making a judgment about an event in the subordinate clause. In sentences C, F, G, J, and M, students can readily perceive that the subject is making a positive judgment about the event in the subordinate clause. In the judgment of the speaker the event belongs to the world of experience and the verb that must be used is the indicative. In sentences D, E, H, I, K, and L, the speaker is making a negative judgment about the event. He is simply saying through the use of the subjunctive in these examples that his judgment, the event in the subordinate clause, does not belong to the world of objective experience. He doesn't believe, doesn't think, doubts or denies real existence to the event. This is a basic and pedagogically sound distinction between the subjunctive and the indicative mode. It is particularly useful in teaching because it is unambiguous and

has no essential exceptions. The variations on the verb "creer" are not exceptions to the concept but merely variations in sentence patterns. An examination of these patterns reinforces the concept although it is advisable to present these nuances once the principle has been thoroughly drilled⁴.

Experience - Non-Experience in Adjectival Clauses

As with the noun clause, it is an easy matter to illustrate to students what an adjectival clause is. The same principle we have been discussing relative to positive and negative judgments applies to adjectival clauses so in teaching these clauses, the concept is simply reinforced. Again, it is a good practice to begin with a series of contrastive sentences such as the following:

- A. Conozco a un profesor que sabe mucho.
- B. No conozco a ningún profesor que sepa mucho.
- C. Tengo un libro que es viejo.
- D. No tengo ningún libro que sea viejo.
- E. Quiero un guía que hable inglés.
- F. Tengo un guía que habla inglés.
- G. ¿Hay alguien aquí que sepa mucho?
- H. Hay alguien aquí que sabe mucho.

In sentences A, C, F, and H, the verb in the subordinate clause will be in the indicative because in order to know, to have or to affirm ("hay") that something or someone exists, it must objectively belong to the world of experience. Thus the clause describing the entity contains an indicative verb. In sentences B, D, and E it is clear that the speaker is referring to something or someone not belonging to the realm of experience and thus must be described with the subjunctive verb. In sentence G the speaker reveals through an interrogative that he has no evidence of the objective existence of the "someone" he seeks and so must use a subjunctive verb in the descriptive clause.

It is useful to point out to students that when the speaker is looking for, wanting to meet, or know, or seeking to affirm the existence of something or someone, he has simply not experienced the sought-after entity. The descriptive event as well as the entity is thus anticipated as in sentence E but does not belong to the world of experience⁵. If the existence of the entity in the main clause is denied, then it cannot be described by a subordinate clause verb in the indicative: "No hay otro tren que sea tan bueno," "No hay nadie que quiera acompañarnos," "No existe persona que tenga más dinero que él." These entities cannot be described with an indicative verb because they simply do not belong to the world of experience.

It is much easier for students to apply and understand the principle of experience - non-experience in these cases than it is for them to memorize and apply prescriptive rules such as the following: "An adjective, or relative, clause is one initiated by a relative pronoun (who, that, which, etc.) that relates to an antecedent. If the applicability of the antecedent is narrowed or restricted by the clause, then the verb of the clause is in the subjunctive⁶. Some texts, on the basis of this kind of generalization, give the impression that the definite article cues the indicative and the indefinite article cues the subjunctive⁷. In the sentence: "Conozco a un alumno que habla bien," the indefinite article is not a cue at all for the use of the subjunctive nor is it a valid cue in the sentence, "Tengo una criada que trabaja bien." In the sentence: "Se lo doy (el premio) al estudiante que conteste primero," the definite article is not a reliable cue since the initial verb may imply a future intention. The reliable cue, the essential explanation of the use of the subjunctive or the indicative in these sentences, is the principle of experience - non-

experience which is much easier for students to apply consistently because it embodies the essential linguistic distinction between the subjunctive-indicative modes.

The Subjunctive in Adverbial Clauses

As was the case with adjectival clauses, when teaching the use of the subjunctive in the adverbial clause, no new concepts are introduced. Students must simply be given an insight as to how the principle of experience-non-experience applies to these situations. These clauses are usually the most difficult to teach because of the large number of new adverbial expressions to be learned. These expressions may be divided into two categories: those which always require the subjunctive and those which do not. Let us first examine the latter through a series of contrastive sentences:

- A. Comemos cuando llega Carlos.
- B. Comeremos cuando llegue Carlos.
- C. Lo hago como Ud. manda.
- D. Lo haré como Ud. mande.
- E. María bebe su café después que viene Pepe.
- F. María beberá su café después que venga Pepe.
- G. No sale hasta que termina el trabajo.
- H. No saldrá hasta que termine el trabajo.

To these conjunctive expressions we could add others, but these should suffice for purposes of illustration. Sentences A, C, E, and G are statements of fact. They indicate that two events are either simultaneous or sequential. "We eat when Carlos arrives," implies that this is what usually happens in the normal course of events. If the sentences were in the past tense, the same could be true. In sentences B, D, F, and H the verb in the main clause is in the future. The events in the subordinate clause therefore are anticipated, they have not occurred and thus are not "acciones indicadas" or events

which belong to objective reality. Carlos has not arrived, Ud has not yet actually given any order, Pepe has not come and the end of the work has not been realized. The speaker must use the subjunctive because he wishes to show that none of these events are "real" in an objective sense. Sentences such as, "I will believe it when I see it," or "Voy a hacerlo cuando pueda," can be devised easily for exercise sheets so that students may practice applying the concept. Most texts provide the student with a generalization without ever explaining why the subjunctive is used. For example: "The Subjunctive is used in time clauses that refer to the future. The indicative is used when the reference is to the actual events, in the present or past time."⁸

On the basis of such prescriptive generalizations, students fail to perceive language-wide principles which explain the subjunctive-indicative contrast. The result is that the sheer number of generalizations, in modern parlance, "turn the students off". Let us now turn our attention to those conjunctive expressions which always seem to cause problems. This is the group of adverbial expressions which always require the subjunctive. It includes "para que," "a fin de que," "sin que," "con tal (de) que," "a menos que," "antes de que," and "en caso de que," among others. These are those introduced in most first year grammar books. More advanced books introduce others which are semantic equivalents to these.

It is useful to point out to students that these expressions require the subjunctive because of the same two principles they have already learned. Para que means "in order that", and specifies a cause and effect relationship between two events just as "a fin de que." The causal relationship is as clearly marked here as in the noun clauses we have seen. "A menos que" also indicates a causal relationship between two events. This expression makes the occurrence of one event contingent upon the occurrence of another just as "con tal

que". "En caso (de) que" refers to a hypothetical event anticipated at the moment of speaking which has no objective reality. "Sin que" negates the occurrence of the event it precedes relegating it to the realm of non-experience while "antes (de) que" implies basically the same thing. While we can apply the two concepts outlined to these cases it may be advisable, depending upon the nature of the students being taught, to simply require that the conjunctive expressions which always take the subjunctive be memorized. The teacher in the classroom is always the best qualified to decide what is pedagogically most appropriate. What is essential to point out to students is that the first group of expressions examined in this section require the subjunctive because the concept of experience - non-experience is operative. This leaves this troublesome group of expressions as the only series of expressions which must be memorized in the entire approach we have outlined.

The Impersonal Expressions.

In first year courses a large number of impersonal expressions are not introduced. Their numbers do multiply as students move through the second and third years; therefore we shall deal with a large number of them here. The essential pedagogical problem encountered in teaching and learning these expressions according to the traditional view of the subjunctive is that each of them must be classified in the proper category. The student must remember the categories of doubt, denial, emotion, unreality, supposition, etc., and then place each new impersonal expression in the proper category.

It is less complicated to simply extend the concepts of experience - non-experience and cause and effect to include the impersonals. If the instructor chooses to present these expressions at the end of his or her subjunctive program, the students will have nothing new to learn, save the new expressions themselves.

Cause and Effect and the Impersonal Expressions

The principle of cause and effect determines the use of the subjunctive when applied to the majority of the impersonal expressions such as: "Es necesario que todo efecto tenga una causa," or "Es necesario que me escuches." In the classroom, the principle may be easily illustrated through the use of some practical examples such as the following:

- A. We need you to go.
- B. It is necessary that you go.
- C. I require that you study.
- D. It is required that you study.

Sentences A and C illustrate the cause and effect principle quite clearly. While B and D do not name a person in need or who requires that something be done, nevertheless a need and a requirement still exist which bear upon the action of the subject in the subordinate clause. Obviously the causal factor is not personal, the speaker is not wishing, wanting, demanding, insisting or praying in order to influence the event in the subordinate clause.

When using these impersonal expressions, the speaker is simply communicating that an objective causal factor or factors do exist which have a bearing upon the event in the subordinate clause.

Es fácil que los estudiantes vengan mañana.
It is likely the students will come tomorrow.

In this sentence the speaker perceives some factor or factors which will effect the students coming - he is not trying to influence their coming himself - therefore he uses an "impersonal expression".

If an instructor is aware that a student's grades are poor, his attitude abysmal and his attendance negligible, then it is clear the student will not receive a good grade for the course. Attitude, quiz grades and attendance are all factors which directly effect the final grade. When the instructor says: "Es imposible que Carlos saque una buena nota," he is simply recogniz-

ing the cause-effect relationship between the factors mentioned and the final grade. The same factors may enable the instructor to say: "Es posible que Carlos saque una F." If Charles is a student who refuses to even make an effort to improve his performance, the instructor may decide that the crime and the punishment of failure should be equal - the student's poor grade is the just result of the factors which caused it -: "Es justo que Carlos saque una F."

The following impersonal expressions fall into this category of cause-effect: "ojalá" (wa-sa Allah = y quiera Dios), "conviene," "es preferible," "es mejor," "urge," "importa," "es necesario," "es bueno," "es malo," "es justo," "es difícil," "es probable," "es improbable," "es fácil," "es posible," "es imposible," "es dudoso." These expressions require the subjunctive in the affirmative and in the negative just as do the cause-effect sentences first analyzed in this study. Therefore, these impersonal expressions may be taught along with the cause-effect sentences in the noun clause depending upon the way in which the text-book presentation is organized.

It is confusing to students when they are told that "es probable," "es imposible" and "es improbable" may somehow all be classified as denoting unreality, doubt or indefiniteness. The application of the cause and effect principle is simply more efficacious both theoretically and pedagogically.

Compare the following sentences:

Mando que ellos se vayan.
No mando que ellos se vayan.

Es necesario que ellos se vayan.
No es necesario que ellos se vayan.

Es posible que se vayan.
No es posible que se vayan.

The last pairs of sentences simply indicate that the speaker's perception of the objective factors which have a bearing upon the verbal event in the

subordinate clause allow him to state that the occurrence of the event is either necessary/possible or not necessary/not possible.

To this first group of impersonal expressions we may also add another which is comprised of the following expressions: "es lamentable," "es lástima," "es sorprendente," "es ridículo," "es triste," "es terrible," "es horrible," "es extraño," "se teme," and so on. The causal factor resides in the subordinate clause when these expressions are used. An event or state described in the subordinate clause causes the speaker to either feel or to perceive a climate of emotion. This is an easy principle to illustrate: "Es extraño que coma con los dedos." The speaker here simply reacts to the event in the subordinate clause which causes him to feel it is strange or to perceive that this is the general reaction others would have.

Experience - Non-Experience and Impersonal Expressions

The last group of impersonal expressions we must look at includes the following: "es verdad," "es claro," "es cierto," "es evidente," "es seguro," and "no cabe duda." We have already seen in our discussion of the noun clause that a speaker may judge that an event actually occurs or does not, that it belongs to the world of experience or it does not. The same principle applies here.

A comparison between "estoy seguro" and "es seguro" will serve to illustrate the parallel. When a speaker says, "Estoy seguro que viene," he is making a positive judgment that the event of coming belongs to the realm of experience. In the phrase, "Es seguro que viene," the speaker affirms that objective proof of the reality of the event exists. The same is true if we compare "parece" and "me parece." When these impersonal expressions are used in the negative the subjunctive is used because, for the speaker, objective proof exists that the event does not exist.

To summarize, the impersonal expressions may be divided into two major groups: those which always require the subjunctive and those which require the subjunctive only in the negative. Depending upon how the text used by the instructor organized its presentation, the impersonal expressions may be taught separately or along with the noun clause phrases.

Conclusion

The approach outlined here is organized for use with most text books for a first-year course. The concepts involved can be readily used with the past tenses as well as with the present tense as we have illustrated. We have not attempted to discuss here every possible use of the subjunctive because of the obvious limitations of space. It should be emphasized, however, that the principles governing the subjunctive in the cases discussed can be applied with equal efficacy to subjunctive grammar concepts in more advanced courses.

In order to make use of the approach presented here it is necessary that exercises be prepared to supplement the text and that the organization of the subjunctive presentation be slightly modified. The approach has the advantage of making the learning process much simpler because the principles involved do not require that a student memorize endless categories of generalizations and lists of words and expressions. Once the principles of cause and effect and experience - non-experience have been applied to the noun clause, they are reinforced when applied to adjectival and adverbial clauses. When students understand the principles that govern the use of the subjunctive it ceases to be a mysterious, subjective phenomenon and learning it can become a pleasurable experience. We do not pretend that by using the approach we have presented that the instructor will encounter no problems. We do believe, however, that compared to the pedagogical and theoretical shortcomings of the traditional-prescriptive approach, the problems are minimal.

Footnotes

¹William E. Bull, Spanish for Teachers: Applied Linguistics (New York: The Ronald Press Company, 1965), pp. 184-189 and Samuel Gili y Gaya, Curso Superior de Sintaxis española (Barcelona: Vox, 1957), pp. 139-141. See these sources for a detailed discussion of this concept.

²Nicholas F. Salleze and Laura B. Fernández, Pan y Mantequilla: A Practical Course in Spanish (New York: D. Van Nostrand Company, 1974), pp. 349-351.

³See Bull, pp. 177-183. Gili y Gaya's discussion relative to this concept centers around what he calls: "verbos de duda o desconocimiento", pp. 134-346.

⁴The verbs "ignorar" and "saber" have not been discussed here. Neither takes the subjunctive. The reason is that neither expresses a judgment.

⁵See Bull's discussion, pp. 182-183.

⁶John A. Thompson and Alfredo Berumen, Speaking and Understanding Spanish (New York: Holt, Rinehart and Winston, 1974 ed.) p. 278.

⁷See for example: Terrence L. Hansen and Ernest J. Wilkens, Español a lo Vivo (Lexington: Xerox College Publishing, 1974 ed.) pp. 246-247.

⁸Gregory G. LaGrone, Basic Conversational Spanish, (New York: Holt, Rinehart and Winston, 1974) p. 247.

A Partial List of Textbooks Surveyed

Those marked with an asterisk have organized the subjunctive presentation into noun, adjectival and adverbial clauses.

*A-IM Spanish Level Two: Teacher's Edition. 2nd Ed. New York: Harcourt Brace Jovanovich, 1970.

Barcia, José Rubia. Lengua y Cultura. New York: Holt, Rinehart and Winston, 1973.

DaSilva, Zenia Sacks. Beginning Spanish: A Concept Approach. 2nd ed. New York: Harper and Row, 1965.

*Hansen, Terrence L. and Wilkens, Ernest J. Español a lo Vivo: Level I.

3rd ed. Lexington: Xerox College Publishing, 1974.

Jones, Sonia and Salvador, Antonio Ruiz. Spanish One. New York:

D. Van Nostrand, 1974.

Ladó, Robert and Blansitt. Contemporary Spanish. New York: McGraw-Hill, 1967.

*LaGrone, Gregory G. Basic Conversational Spanish. New York: Holt, Rinehart and Winston, 1974.

*Modern Spanish. 3rd ed. New York: Harcourt Brace Jovanovich, 1973.

*Noble, Judith, et.al. Spanish: A Basic Course. New York: Holt, Rinehart and Winston, 1971.

Osborne, Robert E. et.al. Voces y Vistas: Active Spanish for Beginners.
New York: Harper and Row, 1970.

*Sallese, Nicholas F. and Fernández, Laura B. Pan Y Mantequilla: A Practical Course in Spanish. New York: D. Van Nostrand, 1974.

*Thompson, John A. and Berumen, Alfredo. Speaking and Understanding Spanish. 4th ed. New York: Holt, Rinehart and Winston, 1973.

*Turk. Laural H. and Espinosa, Aurelio M. Jr. Foundation Course in Spanish.
Lexington: D. C. Heath and Company, 1970.

Wolfe, David L. Curso Básico de Español. New York: Macmillan, 1970.

SUBJUNCTIVE

I. The Noun Clause

A. Cause and Effect in the Noun Clause

Principle: Any effort, perceived or direct, to influence the action of the verb in the subordinate clause will signal the subjunctive.

A. The teacher insists that Carlos take the exams.*

B. The teacher insists that Carlos takes the exams.

C. orders*

take

D. demands*

take

E. knows

takes

*subjunctive

B and E = mere reports (indicative)

More examples:

1. He told us he was leaving school.

(Report)

2. He told us to leave school.

(C-E)

3. The teacher required them to work.

(C-E)

4. I hope you will get a good grade.

(C-E)

5. I want them to go.

(C-E)

6. I want to go.**

(no clause)

**When there is no change of subject the subjunctive does not occur.
The infinitive is generally used.

7. Deseo que mis amigos aprender mucho. _____ (C-E)

8. Dígale que venir mañana. _____ (C-E)

9. Quiero que Ud. me decir la verdad. _____ (C-E)

10. Sé que ellos estar en casa. _____ (Report)

11. María quiere salir ahora. _____ (no clause)

12. María quiere que Juan salir. _____ (C-E)

The cause/effect principle is also applied and thus the subjunctive is used when the causal element is in the subordinate clause:

A. Siento que Ud. no hable bien.

(the fact that you do not speak well causes an emotional reaction in the speaker.)

B. Temo que sea difícil.

C. Me alegro que hayan venido.

B. Experience/Non-Experience in the Noun Clause (Positive/Negative Judgments)

Indicative is used if, in the judgment of the speaker, the event in the subordinate clause belongs to the world of experience. Subjunctive is used if the speaker gives a negative judgment. (Examples on the following page.)

Examples: Are these positive or negative judgments?

- A. They say that he is reading. _____
- B. They know that he is reading. _____
- C. They think that he is reading. _____
- D. They don't think that he is reading. _____
- E. They doubt that he is coming. _____
- F. They don't doubt that she is coming. _____
- G. They believe that he is coming. _____
- H. They don't believe that he is coming. _____
- I. They deny that he is coming. _____
- K. They are sure that we're coming. _____

II. The Impersonal Expressions

A. Cause and Effect and the Impersonal Expressions

The principle of cause and effect determines the use of the subjunctive in the majority of the impersonal expressions.

- A. We need you to go.
- *B. It is necessary that you go.
- C. I require that you study.
- *D. It is required that you study.

*While the impersonal expressions in B and D do not name a person in need or who requires that something be done, nevertheless the speaker is communicating that an objective causal factor or factors do exist which have a bearing upon the event in the subordinate clause.

Es fácil que los estudiantes vengan mañana.
It is likely the students will come tomorrow.

Examples of these expressions:

ojalá	es justo
conviene	es difícil
es preferible	es probable
es mejor	es improbable
importa	es fácil
es necesario	es posible
es bueno	es imposible
es malo	es dudoso

Note: These expressions also take the subjunctive when they are made negative (This also is the case with the cause/effect sentences with the noun clause.)

Mando que ellos se vayan.
No mando que ellos se vayan.

Es necesario que ellos se vayan.
No es necesario que ellos se vayan.

Es posible que se vayan.
No es posible que se vayan.

Another group of impersonal expressions includes:

Es lástima
Es ridículo
Es extraño
Se teme
etc.

(The causal factor resides in the subordinate clause when these expressions are used.)

e.g. Es extraño que coma con los dedos.

(His eating with his fingers causes an emotional reaction and thus has an effect on the speaker.)

B. Experience/Non-Experience in Impersonal Expressions
(Positive/Negative Judgments)

Another group of impersonal expressions:

Es claro
Es cierto
Es evidente
Es seguro

When these impersonal expressions are used in the affirmative, the speaker judges the subordinate clause event to be part of objective reality and thus the indicative is used; when the impersonal expression is used in the negative, the event in the subordinate clause is judged as belonging to the realm of non-experience and the subjunctive is used.

e.g. Es cierto que viene.
No es cierto que vengo.

III. The Adjective Clause

A. Experience/Non-Experience in the Adjective Clause

The verb in the adjective clause is in the indicative if the entity described in the clause belongs to the realm of experience. If the speaker is referring to something or someone not belonging to the realm of experience, a Subjunctive verb must be used in the subordinate clause.

Examples:

- A. Conozco a un profesor que sabe mucho.
- B. No conozco a ningún profesor que sepa mucho.
- C. Tengo un libro que es viejo.
- D. No tengo ningún libro que sea viejo.
- E. Quiero un guía que hable inglés.
- F. Tengo un guía que habla inglés.
- G. Hay alguien aquí que sepa mucho?
- H. Hay alguien aquí que sabe mucho.

In sentences A, C, F and H the verb in the subordinate clause will be in the indicative because in order to know, to have or to affirm ("hay") that something or someone exists it must objectively belong to the world of experience. Thus the clause describing the entity contains the indicative verb.

In sentences B, D, and E it is clear that the speaker is referring to something or someone not belonging to the realm of experience and thus the entity must be described with a subjunctive verb. In E the entity is merely anticipated but does not belong to the world of experience.

In sentence G the speaker reveals through an interrogative that he has no evidence of the objective existence of the "someone" he seeks and so must use a subjunctive verb in the descriptive clause.

If the existence of the entity in the main clause is denied then it cannot be described by a subordinate clause verb in the indicative.

- e.g. No hay otro tren que sea tan bueno.
- No hay nadie que quiera acompañarnos.
- No existe persona que tenga más dinero que él.

These entities cannot be described with an indicative verb because they simply do not belong to the world of experience.

IV. The Adverbial Clause*

A. Experience/Non-Experience in the Adverbial Clause

The indicative is used with the following conjunctions if the clause refers to something that usually happens.

The subjunctive is used if the clause refers to something merely anticipated an event which has not yet occurred and thus does not belong to experience. (In these sentences the main clause verb is normally in the FUTURE tense.)

Conjunctions introducing the adverbial clause:

cuando

mientras

hasta que

después que

tan pronto como

aunque (Special case: calls for subjunctive when "may" is implied.)

Sample sentences:

- A. Comemos cuando llega Carlos.
- B. Comeremos cuando llegue Carlos.
- C. Lo hago como Ud. manda.
- D. Lo haré como Ud. mande.
- E. María bebe su café después que viene Pepe.
- F. María beberá su café después que venga Pepe.
- G. No sale hasta que termina el trabajo.
- H. No saldrá hasta que termine el trabajo.
- I. Aunque hace mal tiempo, voy.
- J. Aunque haga mal tiempo, voy.

B. The following conjunctions always call for SUBJUNCTIVE:

antes (de) que

con tal que

para que

a fin de que

sin que

en caso de que

a menos que

Sample sentences:

- A. Con tal que vayas, me voy también.
- B. No salimos a menos que salgan ellos.
- C. Trabajo para que puedas comer.
- D. Hay que estudiar antes que venga el profesor.
- E. Sale sin que la vea su mamá.
- F. Se lo digo a fin de que aprenda algo.

* Change of subject rule does not apply in adverbial clauses.
e.g. I will do it when I can. Lo haré cuando pueda.

Teaching The Subjunctive (*Exercises*)

Cause-Effect in Noun Clauses -- Practice Sheet A

I. In the blanks provided, write C-E (cause-effect = subjunctive) or R (report = indicative). According to the meaning of each sentence, which is called for -- subjunctive or indicative?

- ____ 1. I want him to teach us to sing.
- ____ 2. They order us to close the windows.
- ____ 3. We hope that he will know the lesson.
- ____ 4. Mr. Garcia permits the students to speak English in class.
- ____ 5. She begs her son to study more.
- ____ 6. He knows that they aren't learning anything.
- ____ 7. I insist that he leave immediately.
- ____ 8. They tell me to return with my parents.
- ____ 9. Juan is sorry that you are sick.
- ____ 11. All the children are afraid that there is no God.

II. Give the appropriate form of the verb indicated in each sentence.

1. Dígale que pagar el refresco. _____
2. Les digo que yo volver con mis padres. _____
3. No nos gusta que Juan vivir tan lejos de la ciudad. _____
4. Es buen día y mando que ellos jugar afuera. _____
5. Desea que nosotros servir los aperitivos. _____
6. Los estudiantes quieren que el profesor hablar más despacio. _____
7. Me alegro que ella no bailar tan bien como él. _____
8. La niña sabe que hacer mal tiempo hoy. _____
9. Siente que su padre no la ver nunca. _____
10. Esperamos que todos tener el dinero. _____
11. Voy a pedirle a Juan que me acompañar. _____
12. La madre sugiere que el hijo salir a tiempo. _____
13. Espero que la conferencia ser interesante. _____
14. Queremos leer los libros hoy mismo. _____
15. Dígale que venir mañana. _____
16. La profesora ruega que todos trabajar más. _____
17. Le digo que Juana estar muy enferma. _____
18. Mis parientes temen que mi hermano no saber nada. _____
19. Ella desea que los pequeños dormir tarde. _____
20. Pídales que irse. _____

Experience - Non-Experience in Noun Clauses -
Practice Sheet R

I. In the blanks provided write P (positive judgment = indicative or N (negative judgment = subjunctive). Is the subject of each sentence making a positive or negative judgment about an event in the subordinate clause?

- _____ 1. I doubt that she will attend.
- _____ 2. He is not sure that they listen to the programs.
- _____ 3. We think the post office is nearby.
- _____ 4. I bet we will win the championship.
- _____ 5. They don't doubt that we have read the material.
- _____ 6. She knows he doesn't like tacos.
- _____ 7. They deny that the girl was with them.
- _____ 8. I'm not sure that he is a wealthy man.
- _____ 9. We believe the doctor will come immediately.
- _____ 10. The father is sure that his daughter can't speak the language.

II. Give the appropriate form of the verb indicated in each sentence.

1. Dicen que el presidente tener la gripe. _____
2. No creo que la chica saber nadar. _____
3. No dudamos que haber muchos conciertos en esa ciudad. _____
4. Mi hermana duda que nuestro primo estar aquí. _____
5. Estoy seguro que ellos no servir enchiladas hoy. _____
6. Creen que nosotros ir alla también. _____
7. Niego que Juan conocer a mi tío. _____
8. No estamos seguros que ella poder oír la música. _____
9. Sé que nosotros tener que estudiar para el examen. _____
10. No me parece que el niño entender mucho. _____
11. No negamos que María trabajar todos los días. _____
12. Dudo que sus parientes estar en el banco. _____

Teaching the Subjunctive

Experience---Non-Experience in Adjective Clauses Practice Sheet C

- I. In the blanks provided write E (experience=indicative) or N-E (non-experience=subjunctive). Is the speaker referring to something or someone belonging to the realm of experience or is he speaking of an entity he has not experienced?

- _____ 1. Are there people here who speak only Spanish?
- _____ 2. I don't know anyone who can play better than he.
- _____ 3. Here is a school that has too many students.
- _____ 4. Do you have some books that are interesting and cheap?
- _____ 5. He needs a course that is very easy.
- _____ 6. We have two friends who play the piano.
- _____ 7. They are looking for a girl to play the piano.
- _____ 8. I have to speak with the professor who teaches biology.
- _____ 9. You may buy the dress that you like best.
- _____ 10. Do we want a car that is very expensive?

- II. Give the appropriate form of the verb indicated in each sentence.

1. Conozco al chico que vender periódicos por ahí. _____
2. Queremos un album que tener música clásica. _____
3. ¿Hay alguien que saber montar a caballo? _____
4. ¿Tienes unas blusas que no ser tan caras? _____
5. Me hace falta un texto que dar un repaso del pretérito. _____
6. ¿Dónde hay un restorán que tener comida buena? _____
7. Quiere comprar el auto que nosotros ver ayer. _____
8. No hay ningún estudiante que escribir poesía. _____
9. ¿Conoces a alguien que viajar mucho? _____
10. Conocemos a un hombre que vivir en la Argentina. _____
11. Tengo que encontrar a la chica que entender ruso. _____
12. Prefiero un disco que no estar rayado. _____
13. ¿Te gusta este disco que ser de larga duración. _____
14. Buscamos un compañero que estudiar mucho por la noche. _____
15. No tiene ningunos caballos que correr rápidamente. _____
16. Prefieres una novia que ser rica. _____
17. Aquí hay alguien que poder ayudarte. _____
18. Lee un libro que hablar de la condición humana. _____
19. Vamos a viajar a un país que ser exótico. _____
20. ¿Hay un hombre que decir siempre la verdad? _____

Experience - Non-Experience in Adverbial Clauses Practice Sheet D

- I. In the blanks provided write E (experience=indicative) or N-E (non-experience=subjunctive). Does the event in the subordinate clause belong to objective reality or is it merely anticipated?

- _____ 1. I will read the book when I get it.

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- ____ 2. When my grandfather is with us we speak Spanish.
- ____ 3. They will go to Spain when they have enough money.
- ____ 4. They never leave together; she waits until he has gone.
- ____ 5. I can't begin until he calls me.
- ____ 6. While the teacher is in the room, the children behave.
- ____ 7. I will talk to them while they are here.
- ____ 8. As soon as she arrives, we can eat.
- ____ 9. Mary and John went away as soon as the movie ended.
- ____ 10. After I finish my studies, I hope to get a job.

II. Give the appropriate form of the verb indicated in each sentence.

1. Iré al cine tan pronto como llegar mi novio. _____
2. Los domingos ellos trabajan mientras nosotros jugar. _____
3. La pobre llorará después que oir del accidente. _____
4. Mientras yo vivir aquí, iré a pie a todas partes. _____
5. La clase empezó tan pronto como entrar el profesor. _____
6. No la invitaré hasta que me decir la verdad. _____
7. Cuando el traer los refrescos, se lo pagaremos. _____
8. Tiene miedo cuando tener que cantar delante de la clase. _____
9. Después que terminar el trabajo, fueron a nadar. _____
10. Estuvo en Madrid hasta que tener trece años. _____
11. A menos que usted estudiar, no saldrá bien. _____
12. Queremos quedarnos aquí hasta que salir el tren. _____
13. Le voy a escribir tan pronto como yo ver a su hermana. _____
14. Voy de vacaciones con tal que recibir dinero de mis padres. _____
15. Montaba a caballo con su abuelo cuando ser niño. _____
16. Pesca para que la familia poder comer pescado cada noche. _____
17. Está lloviendo. Aunque hacer mal tiempo, vámonos. _____
18. Quiero visitarla antes de que ellos cerrar la tienda. _____
19. Vamos al correo después que María encontrar los sellos?? _____
20. Lo hace bien sin que nadie le ayudar. _____

The Impersonal Expressions Practice Sheet E

A. Cause-Effect and the Impersonal Expressions

In the following sentences, give the proper form of the verb indicated.

1. No conviene que nosotros venir temprano. _____
2. Es una lástima que Juan no casarse. _____
3. Parece extraño que su tío no ser más viejo. _____
4. No es posible que nadie asistir a la reunión. _____
5. Ojalá que la profesora no nos dar un examen hoy. _____
6. Conviene que haber mucha comida el día de la boda. _____
7. Es mejor que los niños quedarse en casa. _____
8. Puede ser que su papá querer aconsejarle. _____

Teaching the Subjunctive

9. No es necesario que todos nosotros volver para el miércoles. _____
10. Es difícil que los países trabajar juntos. _____

B. Experience - Non-Experience and the Impersonal Expressions

1. No es verdad que María saber nadar mejor que las otras. _____
2. Es cierto que la niña menor siempre cerrar la puerta. _____
3. No es seguro que su hermana no entender el español. _____
4. Es evidente que la lección ser muy difícil. _____
5. No cabe duda de que María estar cansada. _____

Review Sheet: Subjunctive-Indicative

1. I want her to dance.
2. Tell them to bring the drinks.
3. I don't like them to go fishing.
4. I know she dances well.
5. Tell them I shall fall down.
6. The fact is you never listen.
7. It seems to me they just got married.
8. Let them laugh. (Indirect Command) It's possible they'll learn something.
9. I doubt that they will have an orchestra.
10. It's certain that she is going with me.
11. I believe they are at home.
12. We're glad he is sleeping.
13. We insist that they hear it.
14. I have an album that is expensive.
15. Here is someone who knows it.
16. Is there a record that is long-playing?
17. I'm looking for a girl (any girl) who knows my brother.
18. I prefer a house that has many rooms.
19. Do you want me to ask him for the money?
20. Are you afraid she will fall?
21. Do you need a newspaper that has a sports section?
22. I want to do it before you do it.
23. Will you ask for the money after the class begins?
24. I will go in order that you go, too.
25. Unless you fret a little, you won't do well.
26. Although he may be at home, he won't answer.
27. He doesn't want to wait until they leave.
28. On Fridays they read while we work.
29. Do you study in order to pass?
30. After eating, he got sick.

Teaching the Subjunctive

Review Sheet
Subjunctive-Indicative - Present Tense Only

1. Deja que yo te _____ esto artículo. (LEER)
2. Juan me ha pedido que le _____ el dinero. (ENTREGAR)
3. Alberto, quiero que me _____ un consejo. (DAR)
4. Es posible que _____ irme. (DECIDIR)
5. No creo que _____ antes de las cuatro. (LLEGAR)
6. No estoy segura de que eso _____ posible. (SER)
7. Es verdad que lo _____ todos. (SENTIR)
8. El médico me manda que _____ más. (DESCANSAR)
9. ¿Me pides que te _____ todo ese dinero? (PRESTAR)
10. Estoy buscando al señor que _____ en el tercer piso. (VIVIR)
11. Aunque no _____ lijos el lago, le aconsejo que vaya en
autobus. (QUEDAR)
12. Espero que no me _____ cuando _____ esta noche. (INTERRUMPIR
ESTUDIAR)
13. Ya que no _____ ir al cine, ¿qué propones? (QUERER)
14. Tengo que esperar hasta que _____ mi novio. (VOLVER)
15. Estoy seguro de que el gerente _____ a volver en seguida. (IR)
16. Se dice que usted _____ asistir a la clase. (QUERER)
17. Cuando _____ a Juan, dígamelo. (ENCONTRAR)
18. Conozco a alguien que ya lo _____, (HABER ESCRITO)
19. Recuerdo que _____ mucho frío. (HACER)
20. Te lo digo para que _____ a la niña. (ENSEÑAR)
21. Cuando (nosotros) _____ a la clase, Uds. pueden acompañarnos. (IR)
22. Pienso hacerlo sin que Juan lo _____. (SABER)
23. Te lo compraré, a menos que _____ demasiado caro. (SER)
24. En cuanto Enrique _____, todos se callaron. (ENTRAR)
25. Les escucharé a ellos hasta que _____ de hablar. (CANSARSE)
26. Aunque (yo) ya lo _____, me gusta oírlo de nuevo. (SABER)
27. Debes decirle el precio antes de que _____ la casa. (VENDER)
28. Pues, hágalo, pero yo quiero _____ solo. (QUEDARSE)
29. Tan pronto como _____ de fumar, empezaremos a comer. (TERMINAR)
30. Hágalo usted sin que nadie le _____. (AYUDAR)

Teaching the Subjunctive.

31. No iré a menos que usted lo _____. (PAGAR)
32. Aunque ahora _____, frió, voy a salir sin abrigo. (HACER)
33. Nos veremos después que _____ el concierto. (ACABAR)
34. Repítemelo usted antes de que lo _____. (OLVIDAR)
35. Tan pronto como lo _____ ayer, le contesté. (RECIBIR)
36. Le hablo claro y despacio para que usted me _____. (COMPRENDER)
37. Tengo que esperar hasta que alguien me _____. (LLAMAR)
38. Después que Uds. _____ visto la iglesia, pueden ir a otra parte. (HABER)
39. Es imposible salir sin que me _____ mi madre. (VER)
40. No hay nadie que _____ más. (SABER)
41. Quiero que Ud. me _____. (OIR)
42. Le aconsejo a Ud. que _____ en tranvía. (VIAJAR)
43. Uds. podrán salir cuando _____ de llover. (DEJAR)
44. Espere Ud. hasta que _____ esa gente. (IRSE)
45. No me importa que _____ María. (CANTAR)
46. Te doy este regalo para que no _____ de mí. (OLVIDARSE)
47. No sabemos ahora cuando _____. (LLEGAR)
48. Quiero _____ toda la noche. (ESTUDIAR)
49. Nos lavamos la cara antes de _____. (SALIR)

SUBJUNCTIVE QUIZ

- | | |
|--|-----------|
| 1. Ellos saldrán tan pronto como nosotros _____ (comenzar) el trabajo. | 1. _____ |
| 2. Carlos Campos es un artista que _____ (tocar) muy bien. | 2. _____ |
| 3. Yo no quiero _____ (pescar) truchas mañana. | 3. _____ |
| 4. No comeremos antes de _____ (hacer) el trabajo. | 4. _____ |
| 5. ¿Hay un estudiante en la clase a quién le _____ (gustar) los ritmos típicos de Latinoamérica? | 5. _____ |
| 6. Miguel quiere que María _____ (venir) esta tarde. | 6. _____ |
| 7. La veré mientras ella _____ (estar) aquí. | 7. _____ |
| 8. Queremos conocer al chico que _____ (tener) los discos de alta fidelidad. Le vimos ayer. | 8. _____ |
| 9. Sabemos que ellos _____ (tener) piscina en casa. | 9. _____ |
| 10. El sale antes de que nosotros _____ (comer). | 10. _____ |
| 11. No quiero comprar un album que _____ (ser) viejo. | 11. _____ |
| 12. Nos aconsejan que _____ (estudiar) para salir bien. | 12. _____ |
| 13. Ella me lo dio cuando _____ (volver) de la Argentina. | 13. _____ |
| 14. Ella es la mujer que siempre _____ (trabajar) conmigo. | 14. _____ |
| 15. Siento que ellos no nos _____ (dar) el dinero ahora. | 15. _____ |
| 16. Paco nos dijo que está lloviendo pero saldremos aunque _____ (hacer) mal tiempo. | 16. _____ |
| 17. Dudo que Carlos _____ (poder) decir la verdad hoy. | 17. _____ |
| 18. Sé que Pablo y María _____ (acabar) de casarse en Madrid. | 18. _____ |
| 19. Yo podré hacerlo sin que ellos me _____ (ayudar). | 19. _____ |
| 20. ¿Hay un restorán en Bozeman que _____ (servir) tacos? | 20. _____ |

Teaching the Subjunctive

- | | |
|--|-----------|
| 21. Espero que la orquesta _____ (tocar) un tango. | 21. _____ |
| 22. Ellos no vendrán a menos que tu _____ (asistir). | 22. _____ |
| 23. Conozco a una señora que nunca _____ (hacer) su trabajo. | 23. _____ |
| 24. Es importante que nosotros _____ (conocer) bien a nuestros padres. | 24. _____ |
| 25. Con tal que nosotros _____ (dormir) bien esta noche, me levantaré temprano. | 25. _____ |
| 26. No hay ningún libro que _____ (estar) agotado. | 26. _____ |
| 27. A ellos les gusta que el periódico _____ (llegar) a tiempo. | 27. _____ |
| 28. El profesor repite las palabras para que los estudiantes _____ (saber) lo que dice. | 28. _____ |
| 29. Quiero venderle un libro que _____ (estar) en buenas condiciones. Lo tengo aquí. | 29. _____ |
| 30. Conviene _____ (estudiar) mucho en la universidad. | 30. _____ |
| 31. Mi mamá siempre espera hasta que yo _____ (venir) a casa. | 31. _____ |
| 32. No hay nadie aquí que _____ (traer) a sus padres. | 32. _____ |
| 33. Ellos me dijeron que el examen _____ (ser) muy fácil. | 33. _____ |
| 34. Hablaremos español después que Juan _____ (encontrar) al profesor. | 34. _____ |
| 35. ¿Conoce Ud. a alguien que _____ (escribir) novelas? | 35. _____ |
| 36. Miguel quiere que nosotros _____ (cerrar) la puerta. | 36. _____ |
| 37. Carlos no quiere salir de su casa hasta que los hombres _____ (terminar) las reparaciones. | 37. _____ |
| 38. El dice la verdad pero no hay nadie que _____ (creer) lo que dice. | 38. _____ |
| 39. No dudo que _____ (haber) muchos estudiantes a quienes les gusta pescar. | 39. _____ |
| 40. Después que Ud. _____ (levantarse) hoy, el profesor le va a dar un examen. | 40. _____ |
| 41. Busco a una muchacha que _____ (hacer) tortillas. | 41. _____ |
| 42. No creo que Ud. _____ (dormir) en la clase todos los días. | 42. _____ |
| 43. Siempre trabajan mucho para que tú no _____ (tener) que trabajar tanto. | 43. _____ |
| 44. Es una lástima que no _____ (haber) una piscina en el hotel. | 44. _____ |
| 45. Es cierto que este examen no _____ (ser) difícil. | 45. _____ |
| 46. No queremos comprar el libro aunque _____ (estar) en la librería. Lo vi ayer con Carlos. | 46. _____ |
| 47. No van a salir hasta que _____ (ir) usted. | 47. _____ |
| 48. Me alegro de que mi amigo siempre _____ (decir) la verdad. | 48. _____ |
| 49. Todas las noches nos acostamos tan pronto como _____ (mandar) la mamá. | 49. _____ |
| 50. En los barrios modernos no hay casas que _____ (ser) viejas. | 50. _____ |
| 51. Le ruego a ella que _____ (oír) la música. | 51. _____ |
| 52. Es mejor que Ud. _____ (abrir) la ventana. | 52. _____ |
| 53. Miguel me dice que no conoce a nadie que _____ (salir) de la clase a las nueve. | 53. _____ |
| 54. ¿Prefieren Uds. que ellos _____ (saber) bailar los bailes latinoamericanos? | 54. _____ |